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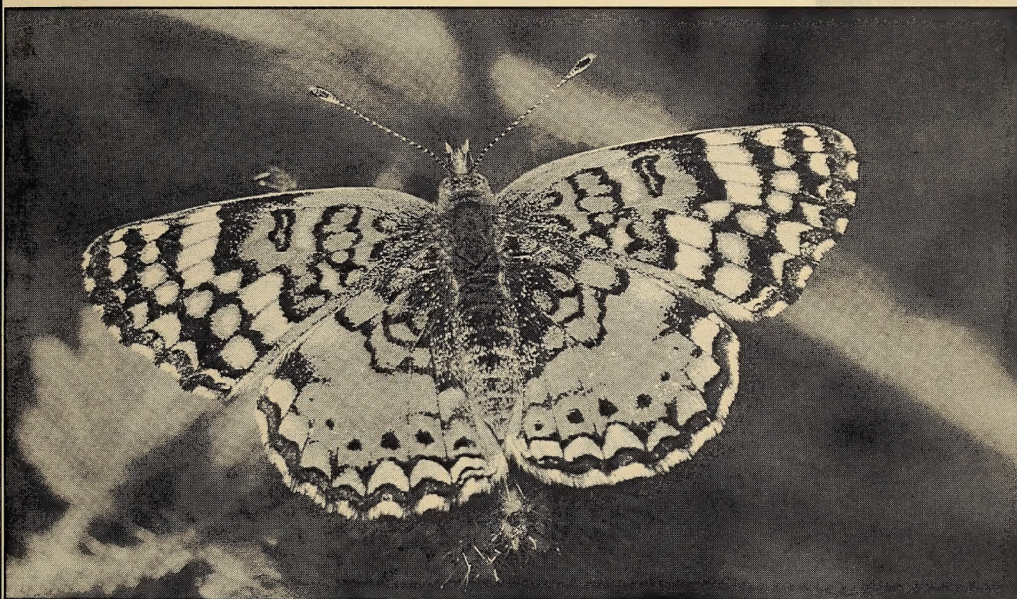
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## Module 8B

# Grade Two Thematic Creep, Crawl, Flit, or Fly



Home Instructor's Guide: Days 10-18  
and  
Assignment Booklet 8B



Learning  
Technologies  
Branch

**Alberta**  
LEARNING



Grade Two Thematic  
Module 8B: Creep, Crawl, Flit, or Fly  
Home Instructor's Guide: Days 10–18 and Assignment Booklet 8B  
Learning Technologies Branch  
ISBN 0-7741-2187-4

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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## **Module 8B: Creep, Crawl, Flit, or Fly**

The student will be making one of the crafts from the article “Animal Art” on Day 18. Go through the article beforehand and gather materials for the crafts you think the student may be interested in making. To make the crafts, have the following materials ready for use on Day 18: ink pad or washable felt markers, fine-tipped felt markers, yarn or string, drinking straws, cardboard tubes from paper towel or toilet tissue, pipe cleaners, and coloured tissue paper.

### **Reading Resources**

The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category.

#### **Days 10 and 11**

##### **Books to Be Read Aloud**

*It’s Magic* by Henry Gordon  
*I Want to Be a Magician* by Diane James and Ivan Bulloch  
*Jamaica’s Find* by Juanita Havill  
*Who Is My Neighbor?* by Michael Grejniec

##### **Books to Be Read Alone or with a Partner**

*Beezy Magic* by Megan McDonald  
*Emma’s Magic Winter* by Jean Little  
*Just Imagine* by Deanne Lee Bingham  
*Pet Show!* by Ezra Jack Keats

#### **Days 13 and 14**

##### **Books to Be Read Aloud**

*A Chocolate Moose for Dinner* by Fred Gwynne  
*Franklin’s School Play* by Paulette Bourgeois  
*Joke and Riddle Bonanza* by Michael J. Pellowski and Sanford Hoffman  
*Really, Really Bad School Jokes* by Rick Walton

##### **Books to Be Read Alone or with a Partner**

*Bravo, Amelia Bedelia!* by Herman Parish  
*Harriet’s Recital* by Nancy Carlson  
*My First Picture Joke Book* by Shoo Rayner  
*What Do You Hear When Cows Sing?: and Other Silly Riddles* by Marco and Guilio Maestro



**Days 16 to 17**

**Books to Be Read Aloud**

*From Pictures to Words: A Book About Making a Book* by Janet Stevens

*Little Toby and the Big Hair* by Kim and Eugenie Fernandes

*Playing with Plasticine* by Barbara Reid

*Talking with Artists: Volume 1* compiled and edited by Pat Cummings

**Books to Be Read Alone or with a Partner**

*Gifts* by Jo Ellen Bogart

*I Spy a Freight Train: Transportation in Art* by Lucy Micklethwait

*Meet Tom Paxton: An Interview with Tom Paxton* by Good Year Books

*The Party* by Barbara Reid

**Other Barbara Reid Books**

*Have You Seen Birds?*, *Sing a Song of Mother Goose*, *Effie*, *The New Baby Calf*, *Two by Two*

**Daily Summary**

**Day 10**

**Materials You Need Today**

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ carrot (thumb-size) and a large handkerchief or scarf

Silent Reading

- ☐ books, magazines, or other favourite reading material

continued . . .



**Science**

- ☐ flour, baking soda, cinnamon, salt, honey, brown sugar, egg, margarine, walnuts or raisins (optional)
- ☐ cookie sheets, measuring cups (for dry and liquid), measuring spoons, 2 large bowls, saucepan, spoon, teaspoon, fork, potholders, spatula

**Looking Back**

- ☐ Thematic Assignment Booklet 8B
  - Day 10: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

If your student has mastered the months of the year and days of the week, you may wish to shorten the time spent on calendar activities or go directly into the day's lessons.

Follow the daily procedure from previous modules if your student needs more practice with these skills. Calendar Time will continue to be cited in the Student Module Booklet and the Home Instructor's Guide with a generic statement to follow the previous routine.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 8: Day 10 in the math program.

**Journal Time** (Time recommended: 15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 60–90 minutes)

The student reads and responds to the selection "The Great Austini."

Word	Page	What I Think It Means	What It Means
performs	16	plays or acts	puts on a show
introduce	16	say hello	tell others who someone is



## Making Introductions

A sample introduction chart is provided.

To introduce someone, do the following:

- Have a beginning.
- Say the person's name.
- Say something about the person.
- Say the person's name again and tell him or her the names of the other person or people.
- Speak clearly.

Brainstorm times when an introduction is needed, such as introducing a friend to a parent, a parent to a teacher or instructor, a friend to a new friend. With the student, play the scenarios out. Ensure the student follows the points on the chart. Take turns with the student being the introducer and the introducee. If possible, have the student make an authentic introduction with someone in the community.

Print the module number and day (M8D10) on the introduction and illustration of it. This assignment will be submitted to the teacher at the end of Day 18. Make sure the student's name is on it.

## The Loose Thumb Trick

The student follows instructions to perform a trick. A website that includes other tricks is included. Because URLs frequently change or the content may not be suitable for your student, check the website before your student accesses it.

## Lunch

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 15 minutes)

Today's high-frequency words are *table* and *early*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.



**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson. Dictate these sentences with words ending in *er* or *est*.

1. That's the funniest joke I ever heard.
2. Are you happier now than you were before?
3. It's sunnier today than it has been all week.
4. Today is the windiest day ever.

The words ending in *er* or *est* are *funniest*, *happier*, *sunnier*, and *windiest*.

**Science** (Time recommended: 60–75 minutes)

The student learns about bees and follows a recipe using honey.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 10: Learning Log in Assignment Booklet 8B.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 11****Materials You Need Today**

## General Supplies

- ☐ box containing required materials

## Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and other materials

## Math Time

- ☐ Grade Two Mathematics program

continued . . .



**Music and Movement**

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #2

**Language Arts**

- ☐ *Collections* book: *Just Watch Me!*
- ☐ “The Magic Show” from the Appendix of the Student Module Booklet

**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Science**

- ☐ *Snail* illustration from the Appendix of the Student Module Booklet

**Aquarium**

- ☐ jar or tank filled with water
- ☐ pond or water snails (can be bought at a pet store)
- ☐ water plants
- ☐ washed sand, gravel, or aquarium rock

**Terrarium**

- ☐ a large jar or a small fish tank
- ☐ slugs or non-water snails (can be found outdoors)
- ☐ stones or broken flower pots for shelter
- ☐ damp soil
- ☐ gravel for drainage
- ☐ plants
- ☐ mesh lid or fine screen for ventilation
- ☐ a large elastic if using the jar

- ☐ Thematic Assignment Booklet 8B  
– Day 11: Assignment 1

**Looking Back**

- ☐ Thematic Assignment Booklet 8B  
– Day 11: Learning Log

**Story Time**

- ☐ mutually chosen reading material



**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if you are continuing this activity.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 8: Day 11 in the math program.

**Music and Movement** (Time recommended: 20–30 minutes)

The student and you will be learning a circle dance to country music today. Consider playing “Old Brass Wagon” and dancing to it today and on Day 12 as a break. It would be fun to have other people join you for today’s Music and Movement circle dance or play and dance to the music during Sharing Time.

**Language Arts** (Time recommended: 60–90 minutes)

Provide the student with “The Magic Show” page from the Appendix.

Here is one possible sentence sequence of “The Magic Show.” There are other arrangements that would also work.

I went to see a magic show. There were many people in the hall. I had to sit in the back row. A tall woman sat in front of me. The woman had on a big hat. I couldn’t see the magician. Then a nice man came along. The man wiggled his finger at me. The man had an extra chair in the front row. I went to sit in the chair by the man. I sat in the front row for the whole show. The magic show was terrific.



Following is an example of revisions that could be made.

I went to see a magic show.	There were many <sup>so</sup> people in the hall/ ^	I had to sit in the back row.
with a big hat A tall woman ^ sat in front of me.	<del>The woman had a big hat.</del>	I couldn't see the magician.
thoughtful Then a <del>nice</del> man came along.	He The man wiggled his finger at me/	and told me he ^ <del>The man</del> had an extra chair in the front row.
I went to sit in the chair by <sup>him and</sup> <del>the man.</del> ^	^ sat in the front row for the whole show.	The magic show was terrific!



Following is a sample of a revisions chart.

To REVISE a story, ask:
<ul style="list-style-type: none"> <li>• Are the events and ideas in the right order?</li> <li>• Do the sentences sound right?</li> <li>• Do the sentences flow?</li> <li>• Does the story have a good beginning and ending?</li> <li>• Are the characters and setting described clearly?</li> <li>• Is all important information included?</li> <li>• Could more interesting words be used in places?</li> </ul>

Print the module number and day (M8D11) on the revisions page and the revised story. This assignment will be submitted to the teacher at the end of Day 18. Make sure the student's name is on it.

Print the module number and day (M8D11) on the frieze. This assignment will be submitted to the teacher at the end of Day 18. Make sure the student's name is on it.

### Lunch

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson. Dictate the following sentences:

1. My dog had four puppies.
2. How many stories is she going to read us?
3. I love eating cherries in the summer.
4. We went to three parties in April.

The words ending in *y* with *es* suffixes are *stories*, *puppies*, *cherries*, and *parties*.

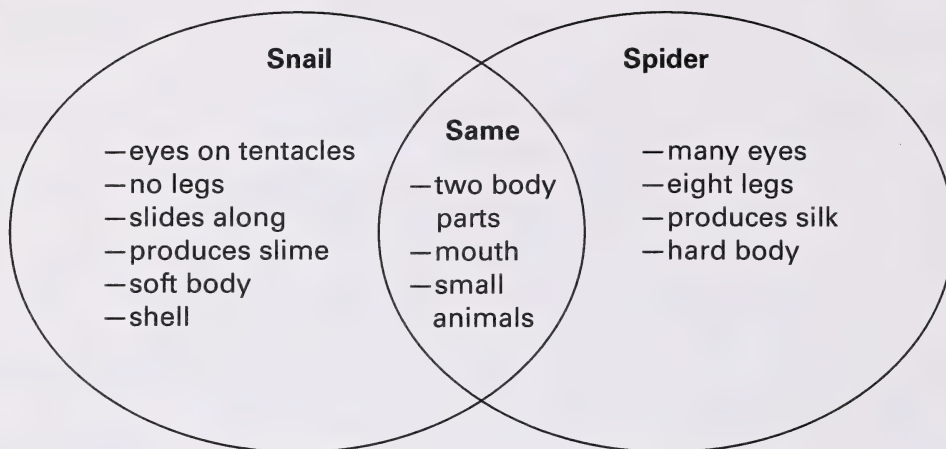
**Science** (Time recommended: 60–90 minutes)

The student learns about slugs and snails by setting up an aquarium or terrarium.

<sup>1</sup> Collections 2 Teacher's Resource Book (Scarborough: Prentice Hall Ginn Canada, 2000), 80. Reproduced by permission of Pearson Education Canada.



Following is a sample of a completed Venn diagram.



**Assignment Booklet:** The student compares a snail to a bee.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 11: Learning Log in Assignment Booklet 8B.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 12

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and other materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Journal Time

- ☐ journal

continued ...



**Language Arts**

- ☐ Thematic Assignment Booklet 8B
  - Day 12: Assignment 2, Part A
  - Day 12: Assignment 2, Part B
  - Day 12: Assignment 3
- ☐ tape recorder and cassette tape or a computer with recording capability

**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Science**

- ☐ snail illustration from the Appendix of the Student Module Booklet
- ☐ magnifying glass
- ☐ Thematic Assignment Booklet 8B
  - Day 12: Assignment 4

**Looking Back**

- ☐ Thematic Assignment Booklet 8B
  - Day 12: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if you are continuing this activity.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 8: Day 12 in the math program.

**Journal Time** (Time recommended: 15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the selection “A Stranger’s Gift.”

**Assignment Booklet:** The student writes words that describe the Poor Farmer and the Rich Farmer in the play “A Stranger’s Gift” and writes sentences using words from the selection.

**Record the Play**

Have the student record his or her name and the module number and day (M8D12) on the recording. This assignment will be submitted to the teacher on Day 18. Make sure the student’s name is on it.



**Enrichment (Optional)**

The student can do either of the following activities:

- Draw a favourite scene from the play.
- Write the setting, characters, and events of the play on a chart, as shown in the sample below.

Setting	Characters	Events
<ul style="list-style-type: none"> <li>• outdoors in the winter</li> <li>• a poor farmer's house</li> <li>• a rich farmer's house</li> </ul>	<ul style="list-style-type: none"> <li>• Narrator</li> <li>• Stranger</li> <li>• Rich Farmer</li> <li>• Poor Farmer</li> <li>• Servant</li> </ul>	<ul style="list-style-type: none"> <li>• A stranger comes to a rich farmer's house. The farmer sends him away.</li> <li>• The stranger goes to the poor farmer's house. The farmer lets him stay.</li> </ul> <p>And so on.</p>

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 10–15 minutes)

Today's words are *tree* and *course*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Spelling** (Time recommended: 10 minutes)

Take a few minutes to review the six module spelling words presented in Day 3: *eat, living, black, short, run, and book*. When practising spelling words, there are several techniques you can use. You may experiment with various procedures to see what works best for the student. The student may, for example, learn best when using a visual method rather than a "sounding out" method, or the other way around.

Use the **look-say-cover and see-write-check** method introduced in Module 1, Day 2 when learning new words. It has appeal and benefit for many students.

As you try various methods, remember that spelling drill should be relaxed and as enjoyable as possible. How much practice the student needs will depend on how easily spelling words are learned.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson.

**Assignment Booklet:** The student writes sentences containing words with the vowel pairs *ai* and *ay*. Dictate the following sentences:

1. I like to paint pictures.
2. How much did you pay for that?
3. Put the glasses on the tray.
4. I have to mail these letters.

**Science** (Time recommended: 60–75 minutes)

The student learns about snails and slugs.

**Assignment Booklet:** The student answers questions about snails and slugs in the food chain.

Features of the Animal	Snail or Slug	Ant
How many body parts?	2	3
How many legs?	0	6
How many eyes?	2	2
What is the colour of the animal?	grey	black or red
What kind of feelers does it have?	thick and soft	thin
Which one is an insect?	not an insect	insect

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 12: Learning Log in Assignment Booklet 8B.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.



## Day 13

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and other materials

## Math Time

- ☐ Grade Two Mathematics program

## Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ Thematic Assignment Booklet 8B
  - Day 13: Assignment 5

## Journal Time

- ☐ journal

## Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

## Silent Reading

- ☐ books, magazines, or other favourite reading material

## Science

- ☐ a large clear jar with lid
- ☐ soil collected locally
- ☐ black construction paper
- ☐ coarse sand or gravel
- ☐ fine sand
- ☐ coffee grounds
- ☐ brown sugar
- ☐ leaves
- ☐ earthworms (either dug up by the student or purchased)
- ☐ Thematic Assignment Booklet 8B
  - Day 13: Assignment 6

## Looking Back

- ☐ Thematic Assignment Booklet 8B
  - Day 13: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if you are continuing this activity.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 8: Day 13 in the math program.

**Language Arts** (Time recommended: 90 minutes)

The student responds to the selection “The Comedy Club.”

**Journal Time** (Time recommended: 15 minutes)

The student responds to the selection “The Comedy Club” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student writes sentences using words from the selection.

**What’s So Funny?**

Print the module number and day (M8D13) on the captioned illustration of a humorous part from the script. This assignment will be submitted to the teacher on Day 18. Make sure the student’s name is on it.

**Music and Movement** (Time recommended: 20–30 minutes)

Play “Down by the Bay” while the student moves and sings to it a few times today and on Day 14 as a break. In addition, do the stretching activities listed in Day 1.

**Enrichment (Optional)**

The student may do either of the following activities:

- Write a script for a favourite joke.
- Make a cartoon strip for one of the skits or commercials in “The Comedy Club.”

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson. Dictate the following sentences with words containing the vowel pairs *ee* and *ea*.



1. I saw the deer eat the green leaf.
2. Did you feed the animals?
3. We each have to brush our teeth.
4. There's a beaver in our pond.

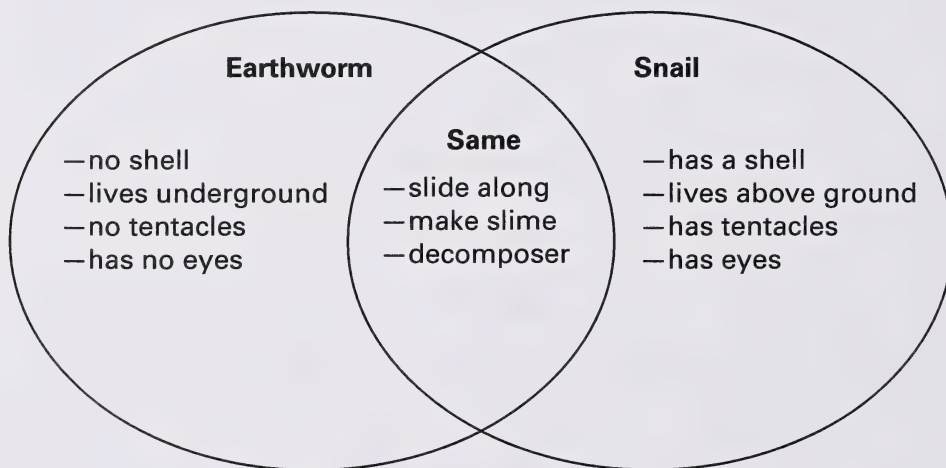
The words with vowel pair *ee* are *deer*, *green*, *feed*, and *teeth*. The words with vowel pair *ea* are *eat*, *each*, *beaver*, and *leaf*.

**Science** (Time recommended: 60–90 minutes)

The student learns about earthworms.

Set up a home for earthworms. Provide the student with a large clear jar with a lid, soil collected locally, black construction paper, fine sand, coffee grounds, brown sugar, and leaves. Twelve earthworms can live in a 4-L jar for a short time. If the container is smaller, put in six earthworms. Make sure the soil is moist but not too wet. Earthworms like a moist, dark, environment with a lot of decaying plant material. Earthworm farm kits may also be purchased from nature stores.

Following is a sample of a completed Venn diagram.



**Assignment Booklet:** The student compares earthworms to snails.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 13: Learning Log in Assignment Booklet 8B.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 14**

**Materials You Need Today**

**General Supplies**

- ☐ box containing required materials

**Calendar Time** (if you are continuing this activity)

- ☐ current month's calendar and other materials

**Math Time**

- ☐ Grade Two Mathematics program

**Journal Time**

- ☐ journal

**Language Arts**

- ☐ *Collections* book: *Just Watch Me!*

**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Science**

- ☐ Thematic Assignment Booklet 8B  
– Day 14: Assignment 7

**Story Time**

- ☐ mutually chosen reading material

**Looking Back**

- ☐ Thematic Assignment Booklet 8B  
– Day 14: Learning Log

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if you are continuing this activity.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 8: Day 14 in the math program.



**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the script “The Comedy Club.”

I can believe . . .	It's hard to believe . . .
It's a new cereal.	All kids love it. It makes you strong. It makes you run fast. It makes you jump like a tiger. It prevents cavities.

### Writing a Commercial

Print the module number and day (M8D14) on the commercial. This assignment will be submitted to the teacher on Day 18. Make sure the student's name is on it.

### Enrichment (Optional)

The student can critique commercials on television or the radio.

### Lunch

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 10–15 minutes)

Today's high-frequency words are *sad* and *Canadian*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson. Dictate these sentences with words containing the vowel pairs *ie* and *oe*.

1. I helped my father make an apple pie.
2. Dan uses a hoe on his farm.
3. I have a new green tie.
4. You just stepped on my toe!

The words with the vowel pair *oe* are *hoe* and *toe*. The words with vowel pair *ie* are *pie* and *tie*.

**Science** (Time recommended: 60–90 minutes)

The lesson is about earthworms. Some websites about earthworms are included in the Student Module Booklet. Because URLs frequently change, you may wish to preview the sites before your student accesses them.

**Assignment Booklet:** The student answers questions about earthworms.

Features of the Animal	Earthworm	Bee
How many body parts?	1	3
How many legs?	0	6
How many eyes?	0	2
What is the colour of the animal?	pink/grey	black and yellow
Which one is an insect?	not an insect	insect

**Looking Back** (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete Day 14: Learning Log in Assignment Booklet 8B.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

## Day 15

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing this activity)

- ☐ current month’s calendar and other materials

#### Math Time

- ☐ Grade Two Mathematics program

continued ...



**Music and Movement**

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #2

**Language Arts**

- ☐ Thematic Assignment Booklet 8B
- Day 15: Assignment 8

**Journal Time**

- ☐ journal

**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Looking Back**

- ☐ Thematic Assignment Booklet 8B
- Day 15: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if you are continuing this activity.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 8: Day 15 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

Play the recording “Show Me What You Feel” while the student moves to it. Consider playing it a few times today and on Day 16 as a break. In addition, do the stretching activities listed in Day 1.

**Enrichment (Optional)**

1. With the student, discuss the feelings named in the song and how they can be appropriately expressed in a variety of situations: with friends, family, alone, in a group.
2. Make a list of other feelings not mentioned in the song and create movements to express them.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the selection “A Job for Sanko.”

**Journal** (Time recommended: 10–15 minutes)

The student responds to the selection “A Job for Sanko” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student writes sentences using words from the selection.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson. Dictate these sentences with words containing the vowel pair *oa* and digraph *ow*.

1. I love to eat goat cheese.
2. I can row that boat.
3. Are you wearing a bow tie?
4. Wash your face with soap and water.

The words with the vowel pair *oa* are *goat*, *boat*, and *soap*. The words with the digraph *ow* are *row* and *bow*.

**Language Arts/Social Studies** (Time recommended: 60–90 minutes)

Submit the letter to the teacher at the end of Day 18. Print the module number and day (M8D15) on the letter to an animal acting agency. The student may choose to submit the poster advertisement to the teacher on Day 18. Make sure the student’s name is on it.

**Looking Back** (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete Day 15: Learning Log in Assignment Booklet 8B.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.



## Day 16

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and other materials

## Math Time

- ☐ Grade Two Mathematics program

## Journal Time

- ☐ journal

## Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ Barbara Reid books from the library: *Have You Seen Birds?*, *Mother Goose*, *Effie*, *The New Baby Calf*, *Two by Two*, *The Party* (These books are optional.)
- ☐ modelling clay
- ☐ Thematic Assignment Booklet 8B
  - Day 16: Assignment 9
  - Day 16: Assignment 10
  - Day 16: Spelling Test

## Silent Reading

- ☐ books, magazines, or other favourite reading material

## Story Time

- ☐ mutually chosen reading material

## Looking Back

- ☐ Thematic Assignment Booklet 8B
  - Day 16: Learning Log

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if you are continuing this activity.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 8: Day 16 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 60–90 minutes)

The student reads and responds to the selection “A Visit with Barbara Reid.”

**Assignment Booklet:** The student writes sentences using words from the selection.

**Assignment Booklet:** The student identifies past tense words.

**Words I Use Often** (Time recommended: 10–15 minutes)

Today’s high-frequency words are *space* and *I’ll*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Enrichment (Optional)**

The student can write about which he or she likes best—writing or illustrating—and tell why.

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Spelling** (Time recommended: 20 minutes)

Before the student does the spelling test in the Assignment Booklet, take down the six words from the Word Wall. Give the student the final, or post-test, for Module 8 spelling words. Do not review the words prior to the test.

Testing in this manner will give a good indication of the student’s spelling skill. It is important that these words be stored in **long-term memory**. If the words are practised immediately before the test, you are only testing the student’s **short-term memory** of these words.

When giving the test, use the following steps:

1. Say each word clearly, but in a normal manner.
2. Say a sentence that contains the word, preferably not at the beginning of the sentence to avoid the necessity of a capital letter.
3. Repeat the word.



These are the words for the test.

living	short
black	run
eat	book

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson. Dictate these sentences with words containing the vowel digraph *oo*.

1. That was a good cookie.
2. The book is in my room.
3. My tooth is loose.
4. Will you take me to the zoo today?

The words with the vowel digraph *oo* that sounds like *book* are *good*, *book*, and *cookie*. The words with the vowel digraph *oo* that sound like *too* are *room*, *tooth*, *loose*, and *zoo*.

**Science** (Time recommended: 60 minutes)

The student writes about the life of a small animal.

Print the module number and day (M8D16) on the “bugography.” This assignment will be submitted to the teacher on Day 18. Make sure the student’s name is on it.

**Looking Back** (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete Day 16: Learning Log in Assignment Booklet 8B.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

## Day 17

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and other materials

## Math Time

- ☐ Grade Two Mathematics program

## Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #2

## Journal Time

- ☐ journal

## Language Arts

- ☐ *Collections* book: *Just Watch Me!*
- ☐ Thematic Assignment Booklet 8B
  - Day 17: Assignment 11
  - Day 17: Word Recognition Test

## Silent Reading

- ☐ books, magazines, or other favourite reading material

## Art

- ☐ modelling clay
- ☐ several 16 cm × 12 cm pieces of stiff cardboard

## Looking Back

- ☐ Thematic Assignment Booklet 8B
  - Day 17: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if you are continuing this activity.



**Math Time** (Time recommended: 45 minutes)

The student works on Module 8: Day 17 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

Play the recording “The Three Pigs Blues” while the student dramatizes the events. You may also wish to play it on Day 18 as a break. In addition, do the stretching activities listed in Day 1.

**Language Arts** (Time recommended: 90 minutes)

The student responds to the selection “A Visit with Barbara Reid.”

**Journal Time** (Time recommended: 10–15 minutes)

The student responds to the selection “A Visit with Barbara Reid” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student completes sentences from the interview “A Visit with Barbara Reid.”

**Asking Questions**

Print the module number and day (M8D17) on the interview questions and answers. This assignment will be submitted to the teacher on Day 18. Make sure the student’s name is on it.

**Sound Words**

Print the module number and day (M8D17) on the sound words for submission to the teacher on Day 18.

**Enrichment (Optional)**

The student can make a list of favourite authors and the books he or she likes best of each.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Assignment Booklet:** Give the student the Word Recognition Test. Remove all the words from the Word Wall. Do not review the words prior to the test.

Point to each word in the Assignment Booklet and have the student read it aloud. Put a check mark beside the word if the student recognizes it immediately.

If the student has extra words that he or she put on the Word Wall throughout the module, print them on the lines and have the student read each one aloud. Check the ones that are recognized by sight.

Review the words the student did not recognize.

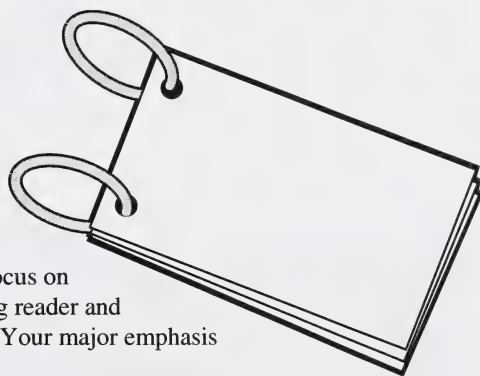
Ask the student to read the words on the index cards from the stories in the module. The words follow:

actor	famous	music	shelter	stood	twisted
author	fetch	now	shook	store	used
balloons	firefly	obey	sing	stranger	wood
caterpillar	flew	placed	star	start	
clown	glue	pocket	smooth	strong	
club	hoops	poor	sneeze	swing	
comedy	listen	puppet	soap	tricks	
Europe	more	scoops	something	tube	

You may want to spend some time reviewing any of these words the student did not recognize as well.

Add the index cards to the two ringed flip books you began in Module 1.

- one containing coloured index cards of high-frequency words that are used often
- the other containing theme words or personal interest words and words from the stories on white index cards



Separating the cards in this way will give you the opportunity to focus on mastery of frequently used words, which is crucial to the beginning reader and writer. From time to time, review the cards in the ringed booklets. Your major emphasis will be on the coloured cards, or high-frequency words.

### Phonics (Time recommended: 20–30 minutes)

Review the phonics lesson. Dictate these sentences with words containing the vowel digraph *ea*.

1. I like to spread honey on my bread.
2. I just read a good book.
3. My head hurts.
4. How heavy is that box?

The words with the vowel digraph *ea* are *spread*, *bread*, *read*, *head*, and *heavy*.

### Art (Time recommended: 30 minutes)

The student creates a multi-leveled underwater scene with modelling clay.

If you have books by Barbara Reid, show other illustrations she has made. Provide the student with a 16 × 12 cm piece of cardboard. Make an underwater scene of your own, demonstrating how to do it as the student works on his or her own scene. Ask what other details might be added—snails, a water snake, and so on.



If time allows, the student may make a different scene depicting a small animal's habitat, such as a beehive, an anthill, a spider and its web, or earthworms in underground burrows. You might like to take a photograph of the scene to send to the teacher.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 17: Learning Log in Assignment Booklet 8B.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 18

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar
- ☐ Thematic Assignment Booklet 8B
  - Day 18: Assignment 12

#### Math Time

- ☐ Grade Two Mathematics program

#### Journal Time

- ☐ journal

#### Language Arts

- ☐ materials required to make a craft from the article "Animal Art"
- ☐ Thematic Assignment Booklet 8B
  - Day 18: Assignment 13

#### Silent Reading

- ☐ books, magazines, or other favourite reading material

#### Science/Art

- ☐ a variety of art materials: egg cartons, crepe paper, construction paper, pipe cleaners, empty boxes and packages

continued . . .

### Looking Back

- ☐ Thematic Assignment Booklet 8B  
– Day 18: Learning Log

### Story Time

- ☐ mutually chosen reading material








### Calendar Time (Time recommended: 30 minutes)

The student completes a weather graph if you have continued Calendar Time activities.

**Assignment Booklet:** Have the student count the number of days for each type of weather. Some days may have been combination days of rain and sun, for example. Have the student fill in the bars on the graph a different colour for each type of weather. For example, if cloudy days are blue, rainy days may be yellow, and so on. Have the student draw the weather symbols on the bottom row of the chart. Help the student as needed. See the example below.

## The Weather for \_\_\_\_\_

(Fill in the month.)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

**Math Time** (Time recommended: 45 minutes)

The student works on Module 8: Day 18 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 60 minutes)

The student reads and responds to the article “Animal Art.”

**Be an Artist**

Print the module number and day (M8D18) on the craft from the article “Animal Art” for submission to the teacher today. If it is not practical to send the craft, you might arrange to send a photograph. Check with the teacher.

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

Review the phonics lesson.

**Assignment Booklet:** Have the student go to the Assignment Booklet to write the sentences you dictate containing the digraphs *au* and *aw*.

1. Do you like to drink with a straw?
2. Mary will water the lawn later.
3. My friend Paul likes to draw.
4. I like the summer because it is hot.

**Science/Art** (Time recommended: 60–90 minutes)

The student reads about invertebrates and makes a model of a small animal.

**Enrichment (Optional)**

The student can write a story or poem describing the invertebrate he or she made, or create an adventure story in which the creature is the main character.



**Looking Back** (Time recommended: 10 minutes)

Review the module's activities and learning with the student. Complete Day 18: Learning Log in Assignment Booklet 8B. A good way to help the student remember some of the module's past activities is to sort together through the items being sent to the teacher and to encourage the student to comment on them.

Challenge the student to select the journal entries completed throughout Days 10 to 18 and to explain why these particular pieces of writing were chosen for submission.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Send Assignment Booklet 8B and other items for mailing to the teacher now.** Use the **Items for Mailing** checklist at the end of the Assignment Booklet to assemble all the necessary work.



## ASSIGNMENT BOOKLET 8B

Grade Two Thematic  
Module 8B: Days 10–18

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

**Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.**



## **INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET**

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

### **MAILING**

#### **1. Postage Regulations**

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

#### **2. Postage Rates**

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

### **FAXING**

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

### **E-MAILING**

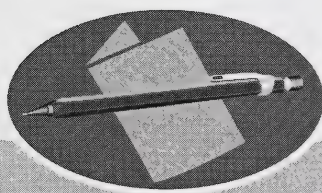
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

# **Grade Two Thematic**

## **Module 8B**

### **Creep, Crawl, Flit, or Fly**

#### **ASSIGNMENT BOOKLET 8B**



Learning  
Technologies  
Branch

**Alberta**  
LEARNING

Grade Two Thematic  
Module 8: Creep, Crawl, Flit, or Fly  
Assignment Booklet 8B  
Learning Technologies Branch

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing speaking skills? Refer to today's Making Introductions activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses a beginning to the introductions                                |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tells the name(s) of the person being introduced                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tells something about the person being introduced                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tells the person being introduced the name(s) of the other person(s) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •speaks clearly   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •shows confidence   |

Add any comments you have about the student's speaking skills or about the day's work.

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## Student's Comments

What would you like to tell your teacher about today's lesson?

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## Assignment 1

1. Draw a snail and a bee in the chart. Label the body parts using these words: foot, legs, head, antennae, mouth, eyes, tentacles, wings, thorax, abdomen, and shell.

A Snail	A Bee

2. How are the snail and bee **similar**?

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3. How are the snail and bee **different**?

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing writing skills? Refer to today's Making Revisions activity. Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes ideas out of sequence                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •sorts ideas into an appropriate sequence            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes places where the sentences can be joined |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •makes insertions and deletions when revising        |

Add any information or comments you have about the student's writing development or about the day's work.

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## Student's Comments

What would you like to tell your teacher about today?

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**Assignment 2, Part A****"A Stranger's Gift"**

Write three words that describe the poor farmer and three words that describe the rich farmer.

The diagram consists of two identical structures arranged vertically. The top structure has a central circle labeled "Poor Farmer" with three lines extending from it to three empty ovals. The bottom structure has a central circle labeled "Rich Farmer" with three lines extending from it to three empty ovals.

**Assignment 2, Part B**

Write sentences using the new words **stranger**, **shelter**, **poor**, and **sneezed**.  
Underline the new word in each sentence.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assignment 3**

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in orange the words with the vowel pair **ai**. Circle in purple the words with the vowel pair **ay**.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

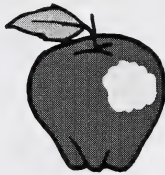


## Assignment 4

### Snails and Slugs in the Food Chain



mouse



apple



salamander



bird



mushroom



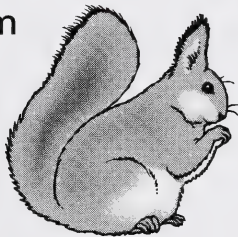
frog



human



leaves



squirrel



flower

1. Which animals eat snails and slugs?

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2. What do snails and slugs eat?


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## Snails, Slugs, and the Environment

3. Draw a happy face beside the sentence if it says that snails and slugs are helpful to people and the environment.

Draw a sad face beside the sentence if it says that snails and slugs are harmful to people and the environment.

 Snails and slugs are **helpful** to people and the environment.

 Snails and slugs are **harmful** to people and the environment.

Snails and slugs eat dead plants.	
Snails and slugs damage some crops.	
Some people eat snails and slugs.	
Some people use the empty shells of snails as decoration.	

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing skills in science? Check yes or not yet.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies each animal's role within the food chain   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies other animals that may use each animal as a food source                                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies an animal as a plant eater, animal eater, or decomposer                                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies ways in which animals are considered helpful or harmful to humans and to the environment |

Add any comments you have about the student's development in science or about the day's work.

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## Student's Comments

What would you like to tell your teacher about your work today?

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**Assignment 5**

Write sentences using the new words **club**, **strong**, **soap**, and **comedy**. Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Assignment 6

1. Draw an earthworm and a snail in the chart. Label the body parts using these words: **foot**, **head**, **saddle**, **mouth**, **eyes**, **tentacles**, **shell**, **tail end**, **bristles**, and **segments**.

An Earthworm	A Snail

2. How are the earthworm and snail **similar**?

---



---



---

3. How are the earthworm and snail **different**?

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in reading? Check yes or not yet.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • starts reading immediately                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • focuses on the reading task for longer          |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • attempts to read unfamiliar words independently |

Add any comments you have about the student's development in reading or about the day's work.

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## Student's Comments

What would you like to tell your teacher about your work today?

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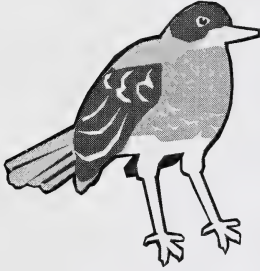
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Assignment 7

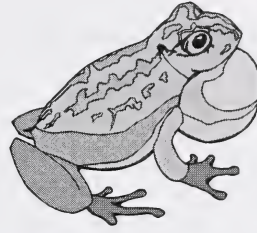
Earthworms in the Food Chain



robin



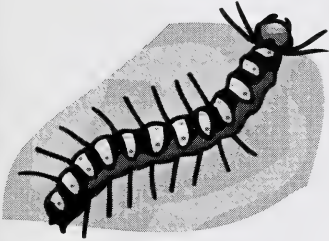
carrots



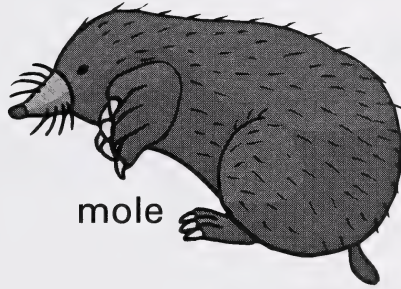
frog



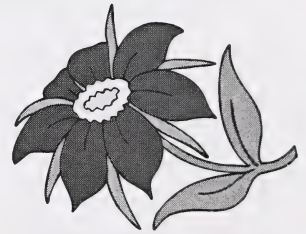
leaves



centipede



mole



flower

1. Which animals eat earthworms?

_____	_____
_____	_____
_____	_____


2. What do earthworms eat?


_____	_____
_____	_____

## Earthworms and the Environment

3. Draw a happy face beside the sentence if it says that earthworms are helpful to people and the environment.

Draw a sad face beside the sentence if it says that earthworms are harmful to people and the environment.

 Earthworms are **helpful** to people and the environment.

 Earthworms are **harmful** to people and the environment.

Earthworms eat dead plants.	
Earthworms are decomposers that compost old food.	
Earthworms eat dead animal matter.	
Some people don't like the castings earthworms leave on their lawns.	
Earthworms mix up the soil and loosen it up.	

# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in writing? Refer to today's Writing a Commercial activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • finds a suitable product for a commercial                               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies the features of a commercial                                 |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses the features of a commercial when writing one                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows the difference between a believable and an unbelievable statement |

If you have questions for the teacher or comments to add, use this space.

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## Student's Comments

What would you like to tell your teacher about the commercial you wrote?

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**Assignment 8**

Write sentences using the new words **star**, **fetch**, **obey**, and **actor**. Underline the new word in each sentence.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's ability to work co-operatively when completing activities? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows confidence in making decisions                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • accepts suggestions willingly                         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses logic and reason in making decisions             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows confidence in carrying out instructions         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows confidence in sharing the results of activities |

Add any other comments about the student's developing ability to work co-operatively.

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## Student's Comments

What would you like to tell your teacher about your work today?

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**Assignment 9**

Write sentences using the new words **more**, **store**, **author**, and **smooth**. Underline the new word in each sentence.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Assignment 10

Read each sentence aloud. The underlined word in each sentence means it is happening in the **present**. Beside each sentence, print a word from the box that means it happened in the **past**.

worked	stopped	learned	mixed
changed	wanted	squished	liked

1. I learn more and more about illustrating. \_\_\_\_\_
2. I like to draw. \_\_\_\_\_
3. We stop the game for lunch. \_\_\_\_\_
4. I want to make a picture. \_\_\_\_\_
5. I mix the colours. \_\_\_\_\_
6. I change my socks each day. \_\_\_\_\_
7. I squish the Plasticine to make it soft. \_\_\_\_\_
8. I work in my studio. \_\_\_\_\_

**Spelling Test**

Listen carefully to the words your home instructor gives you. Print the words on the lines below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing science skills?  
Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •describes the relationships of small animals to other living and non-living things in their habitats, and to people                                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies and gives examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses, and flight |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •describes conditions for care of a small animal   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •demonstrates responsible care in maintaining a small animal for a few days or weeks   |

Add any other comments about the student's developing science skills.

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## Student's Comments

What would you like to tell your teacher about your work today?

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**Assignment 11**

Complete the sentences.

1. At art school, Barbara Reid \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. She learned to use modelling clay by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. She makes many colours by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Barbara likes modelling clay because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Her thumbs get sore because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Children like Barbara's books because \_\_\_\_\_

## Word Recognition Test

Read each word aloud.

☐ fish

☐ tree

☐ I'll

☐ plants

☐ course

☐ sad

☐ gave

☐ table

☐ Canadian

☐ ago

☐ early

☐ cold

☐ open

☐ space

☐ really

☐ ground

If you have chosen special words in Module 8, your home instructor will write them here. Read each word aloud.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in reading? Refer to today's Finish the Sentence activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses ideas directly from the text  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •adds ideas from personal knowledge or information shared during discussion |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •completes sentences so that they make sense                                |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses simple answers (one or a few words)                                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses complex answers as well   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses vocabulary beyond the text  |

Add any other comments about the student's development in reading.

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## Student's Comments

What would you like to tell your teacher about your work today?

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## Assignment 12




Fill in the graph to show the weather you recorded over the 18 days of the module.

The first three weather symbols have been done for you. Draw the others on your own.

Count the number of each weather symbol you drew on your calendar. Fill in the graph with the totals using a different colour for each type of weather.

### The Weather for \_\_\_\_\_

(Fill in the month.)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							



**Assignment 13**

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in green the words with the vowel digraph **au**. Circle in blue the words with the digraph **aw**.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing work habits? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •takes responsibility for gathering needed materials               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •helps with clean up   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •knows where materials belong                                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •listens to instructions   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks questions about what was not understood                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tries to follow instructions and complete tasks in an orderly way |

Use this space for other comments or questions you may have about the student's work habits.

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## Student's Comments

What would you like to tell your teacher about your work in this module?

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# Learning Log

How do you feel about the way you are learning? What do you like about it? What do you not like about it?

What do you think you will learn from this? What do you think you will be able to do after this? What do you think you will be able to feel after this?

What do you think you will be able to do after this? What do you think you will be able to feel after this?

What do you think you will be able to do after this? What do you think you will be able to feel after this?

What do you think you will be able to do after this? What do you think you will be able to feel after this?

What do you think you will be able to do after this? What do you think you will be able to feel after this?

What do you think you will be able to do after this? What do you think you will be able to feel after this?

What do you think you will be able to do after this? What do you think you will be able to feel after this?

What do you think you will be able to do after this? What do you think you will be able to feel after this?

What do you think you will be able to do after this? What do you think you will be able to feel after this?



**Grade Two Thematic—Assignment Booklet 8B**  
**Module 8B: Creep, Crawl, Flit, or Fly**  
**Items for Mailing**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

**Days 10 – 18**

- ☐ Thematic Assignment Booklet 8B

Ensure all assignments have been completed, including the Learning Logs.

- ☐ two entries chosen by the student from the Personal Writing section of the journal
- ☐ two entries chosen by the student from the Reading Response section of the journal

**Day 10**

- ☐ illustrated introduction

**Day 11**

- ☐ "The Magic Show" story revisions (submit the revisions page and the revised story)
- ☐ "The Great Austini" frieze

**Day 12**

- ☐ recording of the student reading the play "A Stranger's Gift"
- ☐ an illustration from "A Stranger's Gift" (optional)
- ☐ chart listing the setting, characters, and events of "A Stranger's Gift" (optional)

**Day 13**

- ☐ captioned illustration from the script "The Comedy Club"
- ☐ script for a favourite joke (optional)
- ☐ cartoon strip for one of the skits or commercials in "The Comedy Club" (optional)

**Day 14**

- ☐ commercial



### **Day 15**

- ☐ letter to the animal agency
- ☐ poster advertisement (optional)

### **Day 16**

- ☐ illustrated “bugography”
- ☐ written account of what the student likes best (writing or illustrating) (optional)

### **Day 17**

- ☐ interview questions
- ☐ illustrated sound words
- ☐ list of favourite authors and their books (optional)

### **Day 18**

- ☐ craft from the article “Animal Art”
- ☐ story or poem about the invertebrate model the student made (optional)